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ABSTRACT

The teaching guidelines, presented as working papers, are related to the training of preschool assistants, child development center assistants, early childhood assistants, and preschool children's assistants. Content, learning experiences, and resources included are based on an analysis of tasks that workers perform in working with young children. Teaching units deal with child development background, learning experiences for young children, routine activities, food, equipment and facilities, emergency procedures, and an orientation to the career aspects of child care occupations (employee qualities and opportunities, obtaining a job, and job ethics). Each unit categorizes unit objectives, knowledge level, learning experiences, and resources for learning. Additional references of books, pamphlets/bulletins, and films/filmstrips are included in the appendix. (EA)

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WORKING PAPERS
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Guidelines for Teaching:

Preschool Assistant
Child Development Center Assistant
Early Childhood Assistant
Preschool Children's Assistant

State of Washington
Coordinating Council for Occupational Education
Home and Family Life Section
Olympia
1972

OVERVIEW

Guidelines for Teaching:
Preschool Assistant
Child Development Center Assistant
Early Childhood Assistant
Preschool Children's Assistant

These guidelines are presented as working papers. The content, learning exp[illegible] and resources included are based on an analysis of tasks workers perform in working with y[illegible]ren. The learning experiences demand that groups of young children be available for [illegible].

In the "Resources for Learning" column, bulletins and pamphlets are numbered, [illegible]s and filmstrips are lettered. The numbers and letters indicate sources listed in the appen[illegible], pages 41-45. Complete references for books will be found in the appendix, page 39.

As you use these, we urge you to make note of changes and/or additions so that they may be incorporated into the next edition. Send your suggestions for changes to Marianne Andrews, 216 Old Capitol Building, Olympia, Washington 98504.

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OUTLINE OF COURSE CONTENT FOR THE: Preschool Assistant
Child Development Center Assistant
Early Childhood Assistant
Preschool Children's Assistant

Introduction to Working with Young Children

- Survey of programs for children
- Personal characteristics of people who work with children
- On-the-job activities

Growth and Development of Young Children

- Observation - method of learning about children
- Physical and motor
- Social
- Emotional
- Intellectual
- Personality

Learning Experiences for Young Children

- Criteria for selection and presentation of:
  - Stories and poetry
  - Art
  - Music
  - Science
  - Trips or excursions
  - Creative or dramatic play
  - Food preparation
- Contribution of activities to growth and development
- Preparation of environment
  - Arrangement of equipment and materials
    - Indoor
    - Outdoor
- Role of the adult in guiding learning experiences
  - Schedules
- Planning daily activities
  - Schedule
  - Assisting teacher with daily planning

Routine Activities

- Eating
- Personal cleanliness
- Resting
- Toileting
- Clothing

Guiding Children's Behavior

- Awareness of own reactions to children's behavior
- Causes of children's behavior
- Teaching techniques:
  - Affection, warmth, and approval
  - Positive statements
  - Voice
- Goal of guidance:
  - Achieving independence
  - Controlling own behavior
- Special guidance problems

Food for Children

- Menus and nutrition
- Food preparation
- Food service
- Meal clean up

Maintaining Equipment and Facilities

- Cleaning in a child development center
- Storage in a child care center
- Minor repairs
- Sanitation and safety

OUTLINE OF COURSE CONTENT (Cont.)

Meeting Emergencies

- Recognizing illness and other emergencies
- Procedures for meeting illness and other emergencies

Orientation to the World of Work

- Qualities of a good employee
- Employment opportunities
- Job application
  - References
  - Interviews
- Ethics
  - Employee-employer relationships
  - Employee-employee relationships
  - Employee-parent relationships
  - Treatment of confidential information
- Laws affecting the job

Course for: Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit I: Introduction to Working with Young Children — Approximate Time for Unit _____

Objective of Unit: The student will become aware of the places and ways where the needs of young children are met. The student will be better able to identify characteristics of persons who work with young children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Programs for young children	View filmstrip, "Nursery School, A Planned Program for Three- and Four-Year-Old Children," with recording.	Filmstrip: "Nursery School, A Planned Program for Three- and Four-Year-Old Children." (A)
	Take field trip to see places where children are in groups away from home.	Headstart Program Nursery Schools Day Care Centers Nurseries Foster Homes Kindergartens
	Listen to person in charge of groups of children describe a "typical day" in her program.	Essentials of Nursery Education, NAEYC. (13)
On-the-job activities	Interview a child-care worker to analyze her job. Write a simple job analysis indicating: a. What she does on job b. Equipment she uses on job c. What she needs to know to do the job	Child-care worker
Personal characteristics of persons who work with children	Use job analysis, plus selected readings to prepare a list of desirable personal qualities and attitudes needed for working with children.	Job analysis Preschool Guide. (5)
	List characteristics of worker observed in film.	Film: "It's a Small World." (B)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Personal characteristics of persons who work with children (Cont.)	Compile a list of techniques to make acquaintance of children. Compile master list of qualities--health, emotional behavior, appearance, communication skills--needed by a person who works with children. Listen to talk by day care director or supervisor of children to discover the need for developing a professional attitude toward the child and his family. Review supervisor's "big ideas" by written summary. Evaluate self in terms of qualities needed to be an effective worker with young children.	Observation of Children in a Home Economics Program (1) Shuey, Woods and Young, Learning About Children. Smart and Smart, Living and Learning with Children. Brisbane, The Developing Child. Individual lists of personal qualities Day Care Center Director or Nursery School Supervisor

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Unit II Growth and Development of Young Children Approximate Time for Unit _____

Objective of Unit The student will be better able to identify and analyze the developmental growth characteristics of young children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Uniqueness of individuals	Check ages at which people in your family stood without help, crawled, walked, cut tooth, spoke first word, etc. Compare individuals within family for similarities and differences. Compare with classmates to note similarities and differences.	
Stages of development - Each individual will normally pass through each stage exhibiting traits that are characteristic of each stage.	Read references on norms of development. List "big ideas" from reading.	Nursery School Portfolio, ACEI, Leaflet #1. (2) Baker, Understanding and Guiding Young Children. Brisbane, The Developing Child. Gesell and Ilg, Child Development, An Introduction to the Study of Human Growth. (Teacher Reference)
Development - follows a pattern - is continuous - proceeds from general to specific - is predictable - proceeds at different rates for different parts of the body	View film. List "big ideas." Draw conclusions from film, readings, and student data.	Film: "Principles of Development." (C)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Factors influencing development Heredity Environment	Define heredity and environment. Read references to find examples of inherited characteristics and effects of environment on development.	Brisbane, The Developing Child.
Observation Etiquette Information needed to identify observation	Listen to teacher explain guidelines for observing in a preschool group situation.	Preschool teacher. Hawkes and Pease, Behavior and Development from 5 to 12. (Teacher Reference) Observing and Recording the Behavior of Young Children. (Teacher Reference) (6)
Physical and Motor Development Changes in size and proportion: Height Weight Relationship of body parts	From reading compare the physical development of children from 3 to 5 years old. Make a check sheet for examining the physical development of a child at a definite age. Point out individual differences. Measure and check the physical growth of a 3, 4, and 5 year old child.	Shuey, Woods, and Young, Learning About Children. Your Child from One to Six. (21) Gesell and Ilg, Child Development, An Introduction to the Study of Human Growth. (Teacher Reference) Brisbane, The Developing Child.
Changes in complexity of physiological functioning Gross to fine motor activities	Define gross and fine motor skills. In 30-minute period, observe a child in free play. Keep record of time the child spends in gross and/or fine motor activities. Two students observe same child. Compare records. Discuss possible reasons for differences in records of same child. Repeat experience with 3, 4, 5 year old. Compare findings.	Nursery School Portfolio, ACEI. (2) Gardner, Development in Early Childhood, The Preschool Years, p. 100 and 103. (Teacher reference)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Stages in learning to: Walk Pick up objects Talk Control elimination functions	Observe a 3, 4, and 5 year old in specific motor activities; ie, running, walking, talking, picking up objects. Compare differences observed.	
Physical and motor characteristics of each age	Develop chart of stages of learning to walk, talk, control of elimination functions, etc. Develop general statements relating to physical and motor development.	
Fostering physical and motor development	Observe teacher as she helps to foster physical and motor development. Interview teacher to find out how she helps to foster physical and motor development.	Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference)
Social Development Stages in play: Solitary On-looker, watcher Parallel Associative Cooperative	Define what is meant by social development. Observe filmstrip or film. Record ways in which children are playing. In preschool, look for examples of ways children are play- which were observed in the filmstrip. Discuss observation records to identify and define stages of play. Observe 3, 4, and 5 year olds in play situations. Record stages of play in which he engages and the amount of time in each one.	Baker, The Nursery School--A Human Relationships Laboratory. "Understanding Children's Play." (D)
Social characteristics of each age	Develop chart of social characteristics of each age.	Shuey, Woods, and Young, Learning About Children, Chapter 14. Brisbane, The Developing Child. Baker, Understanding and Guiding Young Children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Fostering social development	Observe teacher as she helps to foster social development. Interview or have teacher tell how she helps to foster social development.	
Emotional Development Patterns Characteristics of each age	Define emotion and/or emotional development. View film,"Children's Emotions." Write a paragraph showing how children express the following emotions in the film: anger, curiosity, joy, fear, hate, jealousy. Observe and list the emotional behavior displayed by the children. Develop chart with pictures which show the pattern of emotional development. View film, "Meeting Emotional Needs of Children."	Film: "Children's Emotions." (C) Brisbane, The Developing Child. Gardner, Development in Early Childhood, The Preschool Years, p. 106. (Teacher Reference) Film: "Meeting Emotional Needs of Children." (D)
Fostering Emotional Development	Listen to teacher tell how she helps to foster emotional development. Observe teacher as she helps to foster emotional development.	
Intellectual Development Define: Intelligence Patterns Sensory - touch, smell, taste, hearing Labeling Concept formation glob - concrete dog - cocker spaniel	Define intelligence. Read references on how children learn. Observe and record the ways in which a child uses materials and/or equipment. Discuss: What senses did the child use in learning about the materials? Were the materials named by the child? by the teacher? What did the child learn?	Brisbane, The Developing Child. Gardner, Development in Early Childhood, The Preschool Years. (Teacher Reference) Baker, Understanding and Guiding Young Children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Facets of Intellectual Development: Memory Attention Span Problem Solving Verbalization Imagination Curiosity	By committees, observe for evidence of memory, length of attention span, problem solving ability, degree of verbalization, imagination, and curiosity in 3, 4, and 5 year olds. Develop a visual to depict the characteristics of each age in the above facets of intellectual development.	
Fostering Intellectual Development	Analyze the experiences of the preschool setting for the factors which foster intellectual development.	
Personality Development Stages Trust-oneself one's world Autonomy-independence Initiative-school years Fostering Personality Development	Define personality. From reading, identify and list basic needs of individuals. Discuss how these needs can be met in families and in school or group situations. Observe and record the ways in which children's needs are met in a group situation. Role play situations in which personality development could be fostered. Student in the situation explain how teacher's response would or would not help to meet the person's needs. View film, "A Long Time to Grow." Formulate general statements about growth and development as depicted in the film and from learning experiences in this unit.	Baker, Understanding and Guiding Young Children. Brisbane, The Developing Child. Nursery School Portfolio, ACEI, Leaflet #4. (2) Film: "A Long Time to Grow," Part II. (D)

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Unit III Learning Experiences for Young Children Approximate Time for Unit _____

Objective of Unit The student will be better able to assist in selecting and presenting learning experiences for children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Criteria for selection and presentation of: Stories and poetry Art Music Science Play and play equipment	Read to find types of learning experiences needed by preschool children. Refer to developmental charts. (Refer to Unit II) Identify appropriate equipment and materials for 3, 4, and 5 year olds in the following areas: Stories and poetry Art Music Science Play Trips Watch children as they use equipment and materials to determine appropriateness for each age.	Preschool Guide (5) Baker, Understanding and Guiding Young Children. Brisbane, The Developing Child. Portable Workshop for Preschool Teachers. (7) Let's Play Outdoors, NAEYC. (13) Play, Children's Business, ACEI. (2) Water, Sand and Mud as Play Materials, NAEYC. (13) Trips in Early Childhood Education. (3) What is Music for Young Children?, NAEYC. (13) Science Experiences in Early Childhood Education. (3) Science Experiences for Nursery School Children, NAEYC. (13)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
		Young Children and Science, ACEI. (2) Art... For Children's Growing, ACEI. (Teacher Reference) (2) Children's Drawings. (Teacher Reference) (3) Hartley and others, Understanding Children's Play. (Teacher Reference) Creative Dramatics, ACEI. (Teacher Reference) (2) The Art of Block Building. (3)
Stories and poetry	Listen to librarian (or person who makes a specialty of telling stories to children) talk to class on selecting and telling stories to children. Set up criteria for selecting books and telling stories. Practice reading and telling stories appropriate for young children. Arrange an exhibit of desirable books for children. Demonstrate ways to make stories interesting using pictures, finger plays, puppets, paper sack characters, pictures mounted on cardboard and flannel board.	Librarian City and school library or traveling extension library.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Music	Listen to children's music or records. Set up characteristics of music or records appropriate for young children.	Children's records.
	Listen to speaker discuss effects of music on children.	Grade school music teacher.
	Develop ways in which children can react to music as: marching to music, somersaulting to music, being a train, dancing, etc.	Response of children to music in observation.
	Read materials on rhythms, singing and simple musical instruments. Watch nursery school teacher guide rhythms, singing and use of simple musical instruments.	Smart and Smart, Living and Learning with Children.
Art	Read and discuss children's learning through art activities.	Johnson, Home Play for the Preschool Child.
	Observe such art experiences for young children as: easel painting, finger painting, soap painting, clay, play dough, crayons, chalk, working with wood, etc.	Johnson, 888 Ways to Amuse a Child.
	Enumerate contributions of art experiences to children.	Recipes in Preschool Guide. (5)
	Watch demonstration by teacher on uses of art materials.	
	Discuss importance of the adult's attitudes in fostering a child's creativity.	
	Develop and experiment with art materials.	
Science	Read to identify kinds of science experiences appropriate for young children.	Young Children and Science, ACEI. (2)
	Plan space for science center	Science Experiences in Early Childhood Education. (3)
	Plan science center where science related materials are provided for stimulation of interest and experiences. Learn how to care for these materials--plants, animals, etc.	Science Experiences for Nursery School Children, NAEYC. (13)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Science (Cont.)	Observe children in their use of science related materials. Evaluate science center students planned.	
Trips or Excursions	Plan a variety of excursions appropriate for 3, 4, and 5 year olds. Select an excursion and help carry it out. Evaluate the trip or excursion in terms of criteria for trips and children's reactions. Replan a variety of excursions.	Trips in Early Childhood Education. (3)
Creative or Dramatic Play	From readings, discuss values of creative or dramatic play. Identify types of dramatic or creative play. Plan and equip a housekeeping area for use by preschool children. Observe and record children's use of this area. Observe children in other creative or dramatic play situations; i.e., child's interpretation of music, stories, trips, past experiences, etc.	Creative Dramatics, ACEI. (2) Play, Children's Business, ACEI. (2)
Preparation of Food	Watch a teacher as child helps her prepare food. Make a plan for a child to help you prepare food. Prepare food with children assisting at home, school, neighbors' homes. Report on experience to class members.	

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Contributions of activities to growth and development	Give talk on your understanding of the contributions of play to a child's growth. (each trainee) Compare and discuss statements: "Play is a child's occupation;" "It was simple as child's play;" "Play is the work of children." Summarize through discussion of typical activities for different stages of development.	
Preparation of Environment Arrangement of Equipment and materials Indoor Outdoor	Read to find ideas for arranging equipment and materials in space available. Analyze several rooms arranged for use by preschool children. Use of space Safety Traffic patterns Arrange rooms with equipment and materials for use of preschool children.	Space, Arrangement, Beauty in School, ACEI. (2) Nursery School Settings--Invitation to What?, NAEYC. (13) Space for Play, The Youngest Children. (Teacher Reference) (26) Let's Play Outdoors, NAEYC. (13)
Role of the Adult in Guiding Learning Experiences	Suggest the contribution of the adult in guiding learning experiences. Discuss safety precautions in use of equipment and materials. Formulate points to remember in guiding indoor and outdoor activities. Role play situation: Teacher explains to new assistant the guidelines for use of indoor and outdoor equipment.	Baker, The Nursery School--A Human Relationships Laboratory. Baker, Understanding and Guiding Young Children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Planning Daily Activities Schedules	Listen to teacher explain need for schedules. Plan daily schedule for a group of preschool children. Panel of preschool teachers discuss schedules in their preschool groups.	Starting to School. (9) Baker, The Nursery School--A Human Relationships Laboratory. (Teacher Reference) Portable Workshop for Preschool Teachers, Leaflet #1. (7) Cross, Enjoying Family Living.
Assisting with daily planning	Observe children using materials and equipment. Note what is used and how. Report observation to teacher to use in making decisions about activities for the following day.	

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IV Routine Activities of Children Approximate Time for Unit _____

Objective of Unit The student will be better able to guide children in routine activities.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Eating	List factors which affect a child's eating practices.	Smart and Smart, Living and Learning with Children.
	List factors involved in changing eating patterns.	Film: "Why Won't Tommy Eat." (F)
		Eating Problems of Children. (15)
		Spock and Lowenberg, Feeding Your Baby and Child.
	Observe and record eating practices of 3, 4, and 5 year olds.	Observation check sheet
	Observe child participation in serving food and clearing table.	Observation of Children in a Home Economics Program. (1)
	Report value of child self-help in eating.	Preschool Guide. (5)
	Compile suggestions for helping a child learn to help himself while eating.	Nursery school work experience, baby sitting work experience, high school play-school work experience.
Personal Cleanliness	From reading make notes on important points regarding sanitary practices.	Baker, Understanding and Guiding Young Children.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
	Observe someone guiding a child in personal cleanliness practices (washing hands and face, bathing, brushing teeth).	
	Practice guiding a child in personal cleanliness needs.	
	Examine philosophies of degree of cleanliness needed by children.	Panel of parents and/or teachers
Resting	Compare sleep needs of different children.	Hurlock, Child Growth and Development, p. 185-186
	Discuss effect of insufficient sleep.	
	Enumerate conditions conducive to rest.	Shuey, Woods and Young, Learning About Children, p. 196.
	Collect and practice ideas which set the stage for quiet times.	Music - records - songs - finger games - stories to read, to tell - poems and rhymes.
	Observe people getting children to rest. Describe incidents observed or experiences in putting children down to rest.	
	Role play demonstration of child's feelings and reactions about various methods of preparing for bedtime or rest.	Smart and Smart, Living and Learning with Children, p. 15-24.
	In groups, develop workable procedures for assistant to use when setting the stage for rest.	Spock, Baby and Child Care.
Toileting	Read to find important points regarding toileting.	Spock, Baby and Child Care, pp. 168-171, 245-260.
	Observe someone guiding a child toileting.	
	Practice assisting a child with toileting.	Smart and Smart, Living and Learning with Children, p. 15-24.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Toileting (Cont.)		Baker, Understanding and Guiding Young Children. Brisbane, The Developing Child.
Clothing	From readings, write what can be expected from a child in dressing himself. Observe someone as they guide a child in dressing or undressing. Guide a child in dressing and/or undressing. Observe children's dress in relation to weather conditions, season of year, and ease of manipulation. Conduct "buzz session" on "What is appropriate dress for optimum health?" Identify ways of fostering the attitude of caring for belongings.	Baker, Understanding and Guiding Young Children. Nursery school.

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Unit V Guiding Children's Behavior Approximate Time for Unit _____

Objective of Unit The student will be better able to assist in guiding children's behavior.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Goal of guidance-- Achieving independence Achieving internal control of own behavior	Read reference on goal of guidance. Discuss "big ideas" from reading, i.e., - gentle but firm treatment gives a child security. - calm, gentle handling provides security. - approval fosters values. - positive statements give direction. Dramatize "guidance situations" in which children are helped or hindered in developing confidence. "Sally spills milk at every meal." "Bruce can't get his wagon through the door," etc. Analyze the "guidance situations." - Which were positive and growing situations? - What did the adult or older child do to "build up" the child? - What were the positive statements that would help the child? - Why would _____ feel less than equal? Identify how you were helped to become independent and to control your own behavior. (physical punishment vs. other type of guidance) Make written summary statements on the goal of guidance.	Nursery School Portfolio, ACEI, Leaflet #6. (2) Good Ways to Guide Your Child's Behavior. (11) Teacher prepared guidance situations. Smart and Smart, Living and Learning with Children. Understanding Children's Behavior. (Teacher Reference) (6)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Awareness of own reactions to children's behavior	Study case situations of children's behavior involving: 1. Destruction of equipment 2. Physical abuse of other children 3. Verbal negativism 4. Using materials in an unexpected way 5. Desire to try experience beyond capabilities React as to what the adult in the case should do and give reasons. Compare differences in reactions and compare reasons. (Refer to section including observation techniques.)	Teacher prepared case situations. Child Guidance Techniques. (17) Good Ways to Guide Your Child's Behavior. (11) Hymes, Behavior and Misbehavior. Baker, Understanding and Guiding Young Children, p. 142. Hawkes and Pease, Behavior and Development from 5 to 12, p. 276-288. Discipline, ACEI. (2)
Causes of Children's Behavior Physical Emotional Home Environment Social Intellectual Ability	Observe and record children's behavior in a variety of play activities. Analyze the behavior in terms of: Physical Factors-- Do you think the child felt well? Did the child appear to be tired? Did the child appear to be hungry? Discuss other factors which may affect children's behavior.	

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Teaching Techniques: Showing affection, warmth, approval Using positive statements Providing choice if choice is intended Using voice: volume tone Setting realistic limits Changing environment	Observe in preschool setting for practices and techniques used by teacher in guiding children's behavior. From observation, develop criteria for giving directions to and communicating with children that will help achieve independence and innercontrol of own behavior. Role play guidance situations. Class members analyze situations using the criteria developed. Students in situations explain why the particular guidance technique (teacher) was used and how (child) in situation may have felt.	Teacher and/or class prepared guidance situations.
Special guidance problems	Read references and discuss each of the following situations: When a child hurts another child. When a child is destructive. When a child uses unacceptable language. When a child won't share. When a child sucks his thumb. When a child wets his clothes. When a child has fears. When a child has temper tantrums.	Some Special Problems of Children--Aged Two to Five Years. (4)
	Role play introducing child to a group situation.	Baker, The Nursery School--A Human Relationships Laboratory, Chapter 5.
	Formulate general statements on the goals of guidance.	

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Unit VI Food for Children Approximate Time for Unit _____

Objective of Unit The student will be better able to help children with food.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Menus and nutrition	Write paper describing "My Food Likes and Dislikes."	
	Discuss effect of food likes and dislikes on selection and presentation of food.	
	Review the daily food requirements to determine foods needed for children.	Foods Your Children Need. (21)
	Prepare exhibit of essential foods for children of different ages.	Spock, Baby and Child Care.
	Construct "Flip Chart" setting forth "big ideas" of child nutrition.	The Road to Good Nutrition. (21)
	List most accepted foods for children.	Food for Families with Young Children, USDA. (20)
	Plan week's menu for child of selected age.	Shuey, Woods, and Young, Learning About Children.
	Discuss how one can tell when a preschool age child is hungry. Relate hunger to behavior.	Baker, Understanding and Guiding Young Children.
	Observe situations in which new foods are introduced.	Food for Young Children in Group Care. (21)
	Compile suggestions to use when giving a child new food.	Nutrition Handbook for Family Food Counseling. (14)

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Food Preparation	Prepare a wide variety of simple finger foods.	Feeding Little Folks. (14)
	Prepare simple foods as: sandwiches, soups, vegetables, beverages, desserts.	Spock, Baby and Child Care.
Food Service	Observe food preparation and service in a child development center.	Nursery school
	Review methods used in food preparation and service by child development center.	
	Review film.	Film: "Food As Children See It." (G)
	Watch teacher demonstration: Serving sizes for young children.	Teacher and books.
	Present "minute dramas" giving one important factor in food for children.	
Meal Clean-up	Observe a demonstration of recommended dishwashing for public service.	School cafeteria personnel
	Practice dishwashing.	Food and Beverage Service Worker's Manual. (23)

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Unit VII Maintaining the Equipment and Facilities for Groups of Children Approximate Time for Unit _____

Objective of Unit The student will be better able to care for facilities and equipment.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Cleaning in a Child Care Center	Observe and list cleaning needs in Child Care Center.	Nursery school or kindergarten or play school
Sanitation Safety	Investigate tools and materials to use and methods for cleaning.	Washington State Safety Council Pamphlets.
	Discuss sanitation related to care of facilities and equipment.	
	Demonstrate and practice cleaning methods.	Various types of products.
	Illustrate ways to avoid accidents which might result to adults or children from use or care of cleaning materials.	Washington State Safety Council Pamphlets.
	Study information on labels of cleaning and sanitizing agents to compare methods of use.	Cleaning and sanitizing agents.
Storage in a Child Development Center	Observe storage and list equipment and materials needing storage.	Nursery school, day care, kindergarten.
	Plan storage for the cleaning materials needed for a Child Development Center.	
	Demonstrate how to store equipment in the spaces provided.	
Minor Repairs	Survey types of minor repairs of equipment needed in Child Development Center.	
	Make minor repairs on equipment used in Child Development Center.	

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit VIII Meeting Emergencies Approximate Time for Unit _____

Objective of Unit The student will be better able to meet emergencies as they arise in a child development center.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Recognizing illness and other emergencies	Listen to talk by nurse or doctor on "Identifying Easily Recognized Signs of Children's Illness."	Pediatrician
	Record symptoms of common communicable diseases, incubation period, convalescence, and complications. Differentiate between those having similar symptoms.	
	Prepare "flip chart" on precautions to take in relation to common cold.	
	Role-play practices which spread infections. Replay with practices which would prevent spread of infections.	Your Child from 1 to 6. (21) Spock, Baby and Child Care.
	Compile list of common emergencies related to child care.	
Procedures for meeting emergencies and illness	Read for information on how to provide safe living conditions for children.	Smart and Smart, Living and Learning with Children. A Formula for Child Safety. (12) Spock, Baby and Child Care. Your Child from 1 to 6. (21)
	Look for provisions that have been made for children's safety in a child development center.	School, kindergarten, church nursery, baby sitting, etc.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
	Examine regulations of child development center that state the worker's responsibility in case of emergency.	
	Locate listing of emergency telephone numbers.	Parents and family doctor.
	Watch fire department personnel demonstrate how to meet fire emergencies.	Home Health Emergencies. (8)
	View film about fire hazards.	Film: "Way with Fires." (E)
	Work out ways to get out of your home as well as Child Development Center in case of fire in any part of the structure.	Glenn, Safe Living, Chapter 3.
	Make notes on worker's responsibility in case of emergency.	

Course for Preschool Assistant, Child Development Center Asst., Early Childhood Asst., Preschool Children's Asst.

Unit IX Orientation to the World of Work Approximate Time for Unit _____

Objective of Unit The student will be better able to assume employment.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Qualities of a good employee	Learn personal qualities desired by employers. Survey to see relation of personal qualities to job placement.	Employers in community
	Listen to case worker discuss importance of keeping certain information confidential.	Welfare case worker
	Discuss on-the-job grooming.	Teacher of pre-school group.
	Arrange demonstrations on good grooming practices.	Through the Looking Glass. (18)
	Role-play common courtesies important to good employee-employer relationships.	Smart and Smart, Living and Learning with Children, p. 262-270.
		How to be Well-Dressed. (10)
	Practice acting as employers and employees, giving and receiving instructions efficiently.	
	Discuss the importance of manners and attitudes as factors contributing to a satisfactory representation of self.	
	Select suitable attire for a job interview. (Model, bring to show, sketch, or go to store and show attire.)	My Reflections. (14)
		How to Get and Hold the Right Job. (22)
		Charm school representative
		Employer of women from community.

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Employment opportunities	Review unit in introduction "Programs for Young Children."	
Job application	Fill out different types of job application forms. Evaluate completed forms.	Application form from Employment Security
Reference	Analyze what should be included in a fact sheet about your qualifications.	How to Prepare Yourself for Job Interviews. (25)
	Role play asking a person to use his name as a reference.	
	Contact persons in the community about personal reference to be used for job applications.	Miller, James N., "Seven Steps Toward Getting a Job," Reader's Digest, February, 1963.
Interviews	Role play interview situations. Using information from these role playing situations, formulate guides for use when applying for a job.	Here's How to Land that Job. (16)
		Coordinator of distributive education in local school or Distributive Education Section of State Division of Vocational Education
	Study sample applications for work permit and the work permit.	Sample form, work permit
RELATIONSHIPS		
Employee-Employer	Listen to panel discuss: Relationships of employer and employee.	Employer and employee
	Compile statements showing responsibility of employee to employer and of employer to employee.	

BIG IDEAS (What He Must Know)	LEARNING EXPERIENCES	RESOURCES FOR LEARNING
Employee-Employee	Discuss: Personal characteristics of staff members which may create conflict.	
	Make a list of qualities desirable in an employee.	Helpful Hints to the Job Seeking Teenager. (16)
		How to Get and Hold the Right Job. (22)
Employee-Parent	Formulate principles to aid assistant in parent contacts.	Sharing a New Level in Teacher-Parent Relationships, NAEYC. (13)
	Role play situations: Child care assistant meets parent bringing her child to day care center. (Greeting and describing child's activity)	
Laws affecting the job	Fill in blanks on study sheet about rules and regulations affecting them as employees. Individual project, or group participation using overhead projector.	Teacher developed study sheet
		Requirements for Licensing Day Care Centers. (24)
		Some Facts for Young Workers about Work and Labor Laws. (22)

THE PHYSICAL ENVIRONMENT OF THE PRESCHOOL AFFECTS THE WAY IN WHICH THE CURRICULUM MAY BE IMPLEMENTED.

A. The indoor space of the preschool should be well-lighted and well-ventilated. It should be arranged to accomodate all the children in the group with sufficient space for different types of play activities to go on at the same time without confusion and interference. The size of the rooms and the placement of furniture shall be arranged to avoid excessive noise, confusion and stimulation of the children.

B. The outdoor play area shall be adjacent to the indoor play space; well fenced with gates that children cannot open; free from litter and blind areas. The surface of the play yard should offer a variety of surfacing: hard top for wheeled vehicles; turf, or other resilient material under swings and climbing apparatus; and dirt for digging and planting.

C. Storage space should be provided for the play materials and equipment to be used by the children.

D. Equipment and furniture should be scaled to the child's size and height and should include a variety of materials: playhouse furniture, dolls, blocks, wheel toys, climbing equipment, transportation toys, art and craft materials, musical instruments, table toys, books, pictures and nature materials. This material should be maintained in a safe, clean condition.

A Nursery School Handbook for Teachers and Parents, p. 10. (19)

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Space, Arrangement, Beauty in School, ACEI. (2)

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2. Pamphlets and Bulletins
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   3615 Wisconsin Avenue N. W.
   Washington, D. C. 20016

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   New York, New York 10028

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3900 Wisconsin Avenue
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